

Examiners' Report/ Principal Examiner Feedback

Summer 2015

Pearson Edexcel International GCSE
in French(4FR0/01)
Pearson Edexcel Certificate
in French(KFR0/01)

Paper 1: Listening in French

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**International GCSE French
Unit 1 Listening in French
Examiner Report**

Candidates' Responses to Specific Questions.

Questions 1-3 - La télévision

It was extremely rare for a mark to be lost across these three questions.

Questions 4-6 - La routine scolaire

Once again, in only a very small number of cases did candidates lose even a single mark across these three questions.

Questions 7-12 - Vive les vacances!

The overwhelming majority of candidates were able to recognise the reference to most forms of holiday accommodation, finding *hôtel*, *chez mes grands-parents*, *camping* and *caravane* more accessible than the remaining items. *Bateau* and *chalet* were slightly less well known than the other items.

Question 13 - Ça ne va pas!

This question made specific reference to a range of ailments and elicited a high degree of success, in very many cases. Key vocabulary relating to parts of the body had been well prepared in the majority of instances. Centres are clearly emphasising the learning of targeted vocabulary as part of their overall teaching and learning strategies. In terms of outcomes, candidates were most successful in respect of their knowledge of *tête* and *dents*. This is very understandable, as these two ailments are possible the most routinely encountered at this level. *Pied* and *genou* proved slightly more challenging to a small minority of candidates, but most candidates were once again well prepared for this eventuality. It was a little surprising that *gorge* was amongst the two least successful items. Whereas *dos* proved the most difficult item to secure, the vast majority of responses to this item were successful. Overall, it was noted with pleasure that candidates' knowledge of key terminology was secure.

Question 14 - Mes amies

This question required a sound basic knowledge of adjectives relating to personality but equally placed some emphasis on recognising key definitions, distracters, opinions, key verbs, negatives and intensifiers. Maximum marks were achieved in a large number of instances. Teachers had clearly been training their candidates to pause before responding, rather than listening just for a sole item of vocabulary.

Although every individual item was correctly identified by the majority of candidates, some items proved slightly more accessible than others. The most successful response related to the concept of *sportive*. The next most accessible was *timide* which was a little surprising, as candidates needed to understand a relatively long sentence from the end of the transcript. *Bavarde* was very well understood, with a significant majority being successful. This may be explained by candidates having become progressively more and more confident with the style of the question. The idea of *travailleuse* and *généreuse* were dealt with quite confidently. It was only the notion of being *positive* which proved a little too challenging to a significant minority of candidates at this level of response.

Question 15 - Mon futur

Throughout this question, it became clear that teachers have been practising the skill of dismissing distracters present in this style of task. Candidates are really becoming much more skilled in discriminating between the various distracters and the correct response. In addition to navigating some more complex vocabulary, candidates equally needed to recognise pronouns, negatives, modal verbs and infinitives. Some understanding of other time frames was required. Once again, candidates had clearly been alerted by teachers to relate responses to the correct individual. In this case, responses offered would relate to Kofi's studies.

15(i) The vast majority of candidates were able to avoid selecting the response relating to *médecin*, realising that it was a reference to Kofi's mother, rather than Kofi himself.

15(ii) Although candidates were faced with the phrase *beaucoup de places* within the recording, a huge majority spotted the negation and the use of *difficile* at an earlier point within the sentence. This ensured that they were able to navigate away from the distracter and offer a correct response.

15(iii) Most candidates were able to conclude that the distracter on offer would not permit a coherent response and correctly chose *pays* as their response. Once again, candidates considered a significant proportion of the recording before responding, a skill which is clearly on the increase at most centres.

Question 16 - Les vacances de Nadia

Candidates were generally mindful to ensure that each answer was an immediately recognisable attempt at a correct response. In a few instances, presentation or spelling gave rise to ambiguity.

16(i) A significant majority of candidates listened carefully to the first part of the recording and realised that *Italie* was the distracter as opposed to the correct response. Some attempts at the spelling of *Espagne* could not be rewarded.

16(ii) In this item, it was necessary to offer the actual response, as opposed to more peripheral detail, with a specific reference to the idea of *parents* being

required. Most candidates were successful in discounting incorrect material. In some instances, candidates wrote an entire sentence. In most cases, teachers have clearly advised candidates on the benefits of offering a single word response where it is plausible.

16(iii) Whereas most candidates were successful here, a significant minority were unable to convey the principle of air travel. Some offered an alternative means of transport. A number of candidates offered *car* as their response, perhaps misinterpreting its meaning in the recording.

16(iv) A few candidates offered the response of *tennis*, not realising that it was a reference to what the parents did on holiday. Most candidates did however make the specific reference required to the idea of *nager* or *natation*.

Question 17 - L'argent

Candidates were required to navigate rather more complex vocabulary and structures here, needing to identify distracters and take time to reflect when a potential response at this level appeared to be relatively straightforward. Their skill in doing precisely this is essentially thanks to a broad range of techniques being taught. Centres are clearly training candidates to be less hasty in responding.

Many candidates carefully made the link between *Ils n'ont pas d'autres enfants* and the principle of being an only daughter.

Salima's interest in fashion had to be associated with the less well known *c'est mon truc*, but the reference to the purchase of clothing within the recording served to promote the accessibility of the correct response.

Salima's reference to *un petit boulot le samedi* ensured that a correct response was within the grasp of most candidates. The reference to *dimanche* in the recording did not distract many candidates away from the correct response.

There is clear indication in the recording supporting the statement that Salima is une élève sérieuse. There was a relatively high level of correct responses to this item.

The overall picture is that Salima is indeed *ambitieuse*. This is consolidated by reference in the recording to professional aspirations and attitude towards education. Candidates tended to respond correctly, despite the complex structures used in this instance.

Candidates would possibly be inclined to conclude that Salima was *optimiste*, but did need to refer to the actual evidence in the final sentence of the recording to confirm this.

Question 18 - Notre forêt

18(i) Most candidates made the connection between *l'air pur* and *manque de pollution*. They needed to be most observant in spotting the reference to *surtout* on the question paper.

18(ii) Candidates were usually successful in linking the ideas of *attendre les autres* with the similar evidence from the recording, even though the two distracters were very plausible.

18(iii) The principle of being *loin des autres* only became evident during the recording once candidates had circumvented the two distracters also present in the recording. A strong majority succeeded in this, indicating that teachers have trained candidates to secure an overview in respect of these longer elements of the recorded material.

18(iv) Where opposites are used on the question paper as potential responses, candidates refer to their knowledge of negation, as a matter of course. The high level of correct candidate response at this high level of demand is indicative of their skill in processing a range of negative clauses.

18(v) Even at this level, there has been evidence in previous series that candidates can experience difficulty in processing ordinal numbers. Whereas most candidates offered a correct response, there is still evidence of this being an area for further development in candidates' revision planning. Candidates found this item less accessible than the five other items.

18(vi) In order to arrive at the correct response, candidates needed to make the link between *inutile* and *pas besoin*. Most responses were successful. This is indicative of candidates' excellent overall range of vocabulary.

Question 19 - Les boissons

In this untiered examination, it is to be noted that question 19 targets grade A* level responses. It was positive to note that virtually every candidates made a reasonable attempt to respond. This is a tribute to the excellent guidance and practice given across centres. Even some much less confident candidates were able to secure occasional marks on this challenging question.

Thankfully, most candidates took note of the very brief responses offered in the examples, replicating this where possible in their own responses.

19(i) and 19(ii)

19(i) Whereas this item was successfully attempted by many, some candidates seemed to only partially understand the principle around *ça m'aide à me réveiller*,

finding it equally difficult to convey a concise response. *Il se réveille* and *je me réveille* were popular responses, but did not indicate understanding of the item.

19(ii) Even less confident candidates were often able to secure a mark for this item, as their response avoided any form of elaboration. This is often based upon advice from teachers who keep emphasising to candidates that a single word/two word response is often adequate. A significant minority of candidates were rather uncertain of the origin of the *jus* mentioned in the recording.

19(iii) Most candidates realised that their response had to make reference to *sucre* and most did qualify this by reference to the high level of sugar. This principle was required in order to obtain the mark. Some responses could not be awarded, as they were based upon prior knowledge and opinion, rather than reflecting the evidence from the recording. These instances were rare, indicating once again that candidates have been taught to offer responses reflective only of the language heard.

19(iv) and 19(v)

19(iv) Many candidates showed excellent attention to detail by relating this positive aspect to a specific meal. This was a requirement of this item and a few responses associated the positive aspect with any meal taken during the day.

19(v) Where candidates had understood the principle required, it was equally necessary to express this coherently. In a few instances, responses did not quite place the response within the correct context. A response of *tous les goûts* did not convey a response to the actual question, although the candidate may well have understood most of the key language. This is reflective of the fine balance between being concise and offering only a partial response.

19(vi) and 19(vii)

19(vi) On this occasion, candidates tended to benefit from offering very brief responses, rather than offering phrases with conjugated verbs. Offering unnecessary detail is a trend which has thankfully decreased from one series to the next. A small minority of candidates made efforts to express the response in their own terminology and this may have led them away from an acceptable response.

19(vii) Some candidates were able to recognise *amer* within the recording. Some equally offered a spelling which was an immediately recognisable attempt at the response. This was the most challenging item within the overall question.

Administrative Matters

Centres are to be commended for their excellent standard of administration during this series.

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